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ABSTRACT

This paper describing the dissemination and evaluation of the Annehurst Curriculum Classification System (ACCS) for individualizing instruction provides a brief history of how the Annehurst system came to be developed, describes a series of workshops that were designed to introduce the ACCS to teachers and administrators throughout the United States and Canada, reports participants' evaluations of these workshops immediately following the workshop experience and several months later, and discusses the results of these evaluations. The appendices include a schedule of the workshops conducted, an end of conference evaluation questionnaire, and a follow-up questionnaire. (CHC)

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LEARNING ABOUT AN INNOVATION

by

Jack Frymier

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LEARNING ABOUT AN INNOVATION

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Introduction

The purpose of this paper is to describe the dissemination and evaluation of an innovation in education. The innovation is the Annehurst Curriculum Classification System (ACCS) which was developed by a group of public school teachers and administrators and university personnel at the Annehurst school in Westerville, Ohio over a period of several years. Four sets of ideas are involved. First, a brief history of how the Annehurst system came to be developed will be set forth. Second, a series of workshops that were designed to introduce the Annehurst systems to teachers and administrators throughout the United States and Canada will be described. Third, participants' evaluations of these workshops immediately following the workshop experience and several months later will be reported. Fourth, these evaluation results will be discussed. Each of these sets of ideas are explored in some detail below.

Brief Historical Perspective

During the period from 1963 to 1979, I was deeply involved in a series of conceptualizing and materials-producing activities that revolved around the problems and possibilities of individualizing instruction in the schools. In this section I will

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Paper presented at the annual meeting of the American Educational Research Association in Boston, April 7, 1980.

review some of the major steps that were taken and some of the products that were developed along the way. In actual fact, the developmental effort was uneven. The linearity that is implied in the descriptions that follow was actually more meandering, with varying levels of intensity and productivity than can be shared in any meaningful way. Even so, these events did occur.

For purposes of convenience, I will divide the historical perspective into five periods of time, some of which overlap, but each of which included the creation of a separate product or accomplishment.

1963: "A One-to-One-Relationship." In October, 1963, I presented a paper to the Wisconsin Educational Research Association meeting entitled "A One-to-One Relationship." Without going into all of the details that preceeced the preparation of the paper, I did attempt to "think through" the possibilities of individualized instruction in--what were for me, at least--new and creative ways. That paper, which was never published, occupied my mind for years to come. It resulted in a whole series of research efforts designed to develop assessment devices that involved non-verbal stimulus material and non-verbal responses, for example, but the central ideas simply percolated around in my head for several years after the paper was written in 1963.

1968-72: A School for Tomorrow. During the late sixties and early seventies I was actively involved in ASCD at the

national level, and I began to work with a small group of colleagues at Ohio State and a few public school people from around the county to write a book on individualized instruction. We used the title, A School for Tomorrow, and the book was published in 1973 by McCutchan as an ASCD project, with all of the proceeds from sales going to ASCD.

During the period I "sorted out" many of the theoretical considerations about curriculum that related directly to individualizing instruction, and a fairly unique set of theoretical propositions began to emerge. It was during this time that Troy Mills and the staff at the Annehurst School came into possession of some of the early drafts of A School for Tomorrow. Troy Mills approached me about the possibility of some of the Ohio State staff working with the Annehurst staff to try to implement the "school for tomorrow" ideas at the Annehurst school. We met over a period of several months during late 1972 to "iron out" the details of such a working relationship, and in December, 1972, decided to go ahead.

1973-76: Annehurst Curriculum Classification System. Beginning in January, 1973, four staff members from the Faculty of Curriculum and Foundations at The Ohio State University began to work regularly and over an extended period of time with small groups of staff at the Annehurst school in Westerville, Ohio. I worked with about ten people: eight teachers, the principal, the librarian, and on occasion a graduate student from the university.

This small group of people, the Curriculum Task Group, met one afternoon each week for almost four years. During that period of time we conceptualized and made operational what we came to call the "Annehurst Curriculum Classification System," or ACCS, for short. The basic ideas of ACCS were rooted in the theoretical propositions described in A School for Tomorrow, which grew out of the ideas set forth in "A One-to-One Relationship," but those ideas had evolved and changed considerably over the years.

In May, 1976, the Curriculum Task Group met in its regular session and "celebrated." We had a bottle of champagne and crackers and cheese. "We did it," we said, and we drew a line under our developmental effort to that point in time. I began to formulate a plan to "write up" what we had done, but the Annehurst Curriculum Classification System--a practical way to individualize instruction--was fully operational at the Annehurst school in May, 1976.

1976-78: "Climate for Learning" Project. During the summer of 1976 one of the members of the Annehurst Curriculum Task Group, who was also a vice president of the local chapter of Phi Delta Kappa, received an RFP from Phi Delta Kappa, International. The national office of PDK was inviting local chapters to submit proposals to establish commissions on various areas of educational concern. The young man who was vice-president of the local PDK chapter thought that our chapter

should propose to establish a Commission on Climate for Learning to produce information and materials that might be useful to people in other schools regarding what we had learned at the Annehusrt school.

The proposal to establish a commission was approved in October, 1976, and for the next two years the Curriculum Task Group continued to work together. This time, however, our attention shifted from developing a practical way to individualize instruction to a project aimed at producing staff development materials that other people in other schools could use to help them learn how to work with the Annehurst Curriculum Classification System in their own school.

Our general plan of operation was to produce materials---videotapes, slide-tape programs, audiotapes, worksheets, monographs, and the like--and then ask teachers and administrators in other schools to "try them out." After each trial period, which usually required about three months, we asked the users to evaluate the materials and the processes proposed. We then modified everything, and tried the materials out again.

We went through this conceptualization--development--evaluation cycle three times, with different schools participating each time. In October, 1978, the project ended.

During that period of time I had also completed a book entitled Annehurst Curriculum Classification System, and Kappa Delta Pi had agreed to publish the book. In October, 1977 the book became available.

During the final months of 1977 and the early months of 1978 I conducted six workshops for Kappa Delta Pi which introduced participants to the concepts and procedures in the Annehurst system. Approximately 120 people were involved in those workshops, and each person received a copy of the Annehurst book.

Concurrent with those activities, O.L. Davis, Jr. and I began to form a loose-knit group of people who agreed to meet twice each year to subject the Annehurst Curriculum Classification System concepts, definitions, and procedures to empirical scrutiny. Eventually this group--which numbered about forty persons, all together--came to call themselves the ACCS Network. We met annually to design research studies, we would present these papers at AERA, and we began to share the results of our activities through an ACCS Network Newsletter. The newsletter was originally edited and produced by Jim Johnson at the University of Toledo, but later Marcella [illegible]silka at the University of Central Florida assumed those editorial responsibilities.

1978-79: PDK Workshops. In October, 1978, the local chapter of Phi Delta Kappa presented a "box of stuff" to Phi Delta Kappa, International. This "box of stuff" included 63 different items that were designed to be used by a principal and the teachers in a local building to teach themselves how to use the Annehurst Curriculum Classification System (ACCS) in their own school. That same month I began a series of

more than twenty workshops, each a day and a half long, for teachers and administrators all over the United States and Canada.

Each workshop had been scheduled in cooperation with a different local chapter of Phi Delta Kappa, and all arrangements for my travel and expenses were taken care of by PDK, International. Because I was on professional leave from Ohio State, I was able to devote full time to the workshop effort.

Phi Delta Kappa Workshops

From October, 1978, to May, 1979, I conducted 24 workshops for 1,157 persons and spoke at 53 PDK chapter meetings to more than 4200 Kappans about the Annehurst Curriculum Classification System (see Appendix A). The basic pattern of activities at each workshop was more or less the same.

Process and Substance of the Workshops

Each of the Climate for Learning workshops that I conducted during the 1978-79 academic year under the auspices of Phi Delta Kappa followed the same general format. Participants would assemble after dinner at about 6:00 p.m. for registration. The workshops would run from 6:30 p.m. to approximately 9:30 p.m. the first evening, then from 9:00 a.m. to noon and about 1:00 p.m. to 4:00 p.m. the following day.

In every workshop we worked with materials from the Curriculum Component of the PDK Climate for Learning package.

Each participant received a set of these materials during the course of the workshop, and these materials were theirs to keep.

Materials in the Curriculum Component are designed to help practitioners in the schools teach themselves about the Annehurst Curriculum Classification System. All together, there are more than sixty "items" in the Curriculum Component. We gave each participant thirteen pieces of material, and I "presented" (i.e., by means of slide projector or movie projector) about five additional "items."

The Annehurst Curriculum Classification System (ACCS) is a way of

a) Understanding individuality,

b) Assessing individual learners,

c) Classifying curriculum materials, and

d) Using the system to help students learn.

In general terms, ACCS is a "matching" or "linking" process whereby the unique qualities and characteristics of each learner are taken into consideration as a basis for selecting curriculum materials to "meet each unique learner's learning needs."

There are these basic assumptions inherent in the Annehurst system as it relates to climate for learning in schools:

a) each learner is unique,

b) each person has value, and

c) each person can learn.

That is, the premises of ACCS are that learners are different, learners are worthwhile, and that behavior is modifiable.

If we can accept the fact that individual differences are both a fact of life and desirable, and if we truly believe that every human being can learn, then we are in a position to use curriculum materials as a means to an end --human development and learning and growth. It is in the spirit of that logic that the materials in the Curriculum Component describe ACCS as a way to improve the climate for learning in schools.

In the sections that follow, each session of the workshop is outlined in some detail. A complete narrative describing the activities and substance of the workshops would be too lengthy to be included here. However, an outline of events and topics should provide an overview of what happened in the workshops and what was covered.

Because the workshops involved three sessions of approximately three hours length each, the outline described in the pages that follow is reported by sessions: evening, morning, and afternoon. The evening session focused on understanding individuality and assessing learners according to those dimensions of human existence that relate directly to learning. The morning sessions were devoted to learning to classify curriculum materials according to those dimensions of human existence that relate to learning. The afternoon sessions included learning how to classify curriculum materials according to students' interests in particular subject matter topics and how to use the Annehurst Curriculum Classification System in a school. Each of these three sessions is outlined along an approximate time line in the sections that follow.

The Evening Session

6:00 Registration

6:30 Distribute "It All Starts Here"

6:35 Get to know your neighbor

6:40 Introduce your neighbor to total group

6:55 General overview of workshop

a) Annehurst is name of school
b) Materials developed at Annehurst
c) This is a "hands on" workshop
d) Will proceed inductively
e) It will "take a while," so "hang in there"
f) Four objectives for workshops
g) Relationship of ACCS to climate
h) Schedule your own breaks
i) Questions?

7:15 Show "Curriculum for Individuality"

7:30 Which differences in learners make a difference in learning?
7:35 a) Brainstorm
7:40 b) List factors on black board

7:50 Discuss: What does this list of factors mean?

7:55 Describe: Annehurst staff's categories of factors
a) Interest in subject matter topic
b) Characteristics (e.g., motivation, intelligence, etc.)
c) Others (e.g., parents' attitudes, etc.)

8:05 Brainstorm: What is motivation?

8:10 List results of brainstorming on board. Discuss.

8:20 Brainstorm: Other ACCS dimensions. Discuss.

8:30 Distribute "Learners' Characteristics" sheet

8:35 Profile: "One person you know very well." Discuss.

8:45 Profile: Case study number 7. Discuss.

8:55 Discuss: Problems in profiling
a) No middle category
b) Discreteness of dimensions
c) Reality/conceptual problem
d) Logical equivalency notion
e) Standard error concept
f) Subjective process with objective criteria
g) Confidence in subjective assessments

9:15 Show "Teacher as Responder"

9:30 Assignment: Look through "It All Starts Here"

The Morning Session

8:30 Coffee

9:00 Explain "matching" concept of ACCS: paradigm
- a) contrast: vocational, social, individual

9:05 Classify the wall for low motivated learner
- a) "Vote" on which wall "most appropriate"
- b) Relate to needs
- c) Explain asterisk in relation to need

9:15 Factors involved in classifying according to age
- a) Not age/grade level specific
- b) Differences within/between groups

9:20 When classifying according to age, first consider
- a) interest
- b) conceptual difficulty
- c) readability

9:25 Relationship of age to experience
- a) Using elaborated continuum

9:30 Classify according to age and experience

9:45 Introduce "Rules of Thumb"

9:55 Classify according to age, experience, and intelligence

10:10 Add motivation

10:30 Add emotion personality, creativity, and social
- a) Relate to mental health
- b) Relate to PTA study of TV violence
- c) Relate terms to research done

11:00 Add four "physical" factors. Explain:
- a) Exercise the "faculty" involved
- b) Beyond a minimum threshold
- c) "Sometimes" such material is appropriate

11:30 Classify one item "all the way"

11:40 Explain: "Organizing the environment"

11:50 Show: "Football As It Is Played Today"

12:00 Lunch

The Afternoon Session

1:00 Relation of interest to motivation:
- a) Learner
- b) Interest in subject matter topic
- c) Nature of curriculum materials
- d) Instructional methods

1:10 Relation of interest to subject matter topic

1:15 Explanation of ACCS Thesaurus: Four digits
- a) Discipline
- b) Subject area
- c) Division
- d) Topic

1:20 Table of Contents and Index approaches
- a) Advantages
- b) Limitations

1:25 Explanation of Media Format

1:30 Classify materials on five factors, two ways:
- a) Discipline
- b) Subject
- c) Division
- d) Topic
- e) Media

2:00 Relate learner needs to curriculum characteristics
- a) Classify material, then
- b) Indicate learner for whom material is appropriate

2:30 "Test" of classification abilities
- a) Five different items
- b) Five minutes each
- c) Compare results

3:00 Show film: Annehurst Curriculum Classification System

3:15 Various uses of ACCS
- a) Teaching in a school - involving parents.
- b) Analyzing existing collections of materials
- c) Purchasing new curriculum materials
- d) Staff development activities

3:30 Using ACCS as a research tool
- a) Review "Eleven Year Old" study
- b) Relate to "Back to Basics" movement
- c) Review Bettleheim's research

3:45 Final remarks and activities
- a) Materials available from PDK
- b) Distributing evaluation questionnaire
- c) Appreciation for opportunity to be there

4:00 Workshop ended

During the final minutes of each workshop, participants were asked to complete a workshop evaluation form (see Appendix B). At the same time participants were also invited to put their name and address on a 3 x 5 card, "If you would like to have your name added to our ACCS Newsletter mailing list." A follow-up evaluation questionnaire was mailed in June, 1978, to all persons who had given me their name and address on the cards provided (see Appendix C).

Summary of Evaluations

Two kinds of data were collected from workshop participants during the course of the year: responses to a questionnaire during the last hour of each workshop; and responses to a questionnaire mailed to aprticipants several months after they had attended the workshop. The purpose of this section will be to describe the data obtained from participants on those two occasions. The conditions under which the data were collected will be described initially, and what I think the data mean will be explored at the end. Suppose we begin by describing the circumstances under which the workshop participants responded to the first questionnaire.

Participants Complete a Questionnaire. Each workshop involved three sessions, each one of which generally lasted about three hours. Participants usually assembled about 6:00 p.m. on the first day for registration, and the workshop itself would run from about 6:30 p.m. to 9:30 p.m. On the second day, participants would arrive for coffee about 8:30 a.m., and the workshop

would run from 9:00 a.m. until noon, then continue from 1:00 p.m. until about 4:00 p.m.

During the last hour of the final session I would usually show the "Annehurst Curriculum Classification System" film, report briefly on some of the research that has been accomplished with ACCS, describe how the system might be used to select or purchase curriculum materials, outline some of the staff development projects that have been initiated with ACCS, and ask participants to complete a four-page questionnaire "for Phi Delta Kappa" regarding their feelings about the workshop. The following statement appeared under the "directions" for the questionnaire, and this statement was read aloud, too.

> Also included here is a 3x5 card. If you would like to have your name added to our "ACCS Newsletter" mailing list, just write your name and mailing address on that card.

Participants were asked not to put their names on the questionnaire, but they were informed that Dr. James Johnson at the University of Toledo had begun publishing an "ACCS Newsletter," and if they were interested in receiving that mailing, I would need to have their name and address on the 3x5 card that had been provided.

At least three things became evident to me as a consequence of following these procedures to get participants' reactions. First, most people completed the questionnaires.

Second, some did not. Third, of those who did react to the questionnaire, some filled out the 3x5 cards with their names and addresses.

In other words, because I asked participants to complete the questionnaire during the last few minutes of the last session on the last day, not everyone complied. Some persons always left during the final hour or two. My general observations were that almost every person who was still there at the very end filled out one of the forms. My guess is about 80 percent of the workshop participants actually responded to the four-page instrument. Of those persons who responded, I would estimate that about 75 percent filled out the 3x5 card with their name and mailing address. If those estimates are reasonably correct, that would suggest that about 60 percent of the participants provided me with their name and address, and that that 60 perecent were among the most interested participants in attendance.

I describe these procedures in detail, because the list of names and addresses generated in this manner constituted the list of persons to whom the second questionnaire was mailed during June, 1979. That is, the sequence of events was such that those persons who ultimately received a second question-

naire in the mail were precisely those who had already (a) stayed through the workshop to the very end, and (b) indicated that they wanted to receive the "ACCS Newsletter" in the mail.

Each workshop was organized and sponsored by a local Phi Delta Kappa Chapter, so I did not even have a list of participants, nor did I actually know how many persons were actually in attendance. In the data that follow, therefore, it is important to keep in mind that my estimates of how many persons responded in relationship to how many were in attendance is just that - an estimate.

Data From the First Questionnaire

Approximately 720 persons responded to the first questionnaire. Because all persons did not respond to all items, in the sections that follow I will report the data as percentages rounded to the nearest whole number. In every instance, 700 people - more or less - responded to each item.

The directions printed at the top of the questionnaire were as follows (see Appendix C for complete questionnaire):

> DIRECTIONS: Here are a few questions about the Annehurst Curriculum Classification System and the Climate for Learning Workshop you have just completed. In order for me to have accurate information regarding the usefulness

and validity of these workshops so I can improve them in the future, I need your honest reaction to these questions (but no names, please). If you want to add comments any place along the line, please feel free to do so. Also included here is a 3x5 card. If you would like to have your name added to our "ACCS Newsletter" mailing list, just write your name and mailing address on that card.

Each of the questions on the questionnaire is described below, including the percent of approximately 700 persons who responded to each option.

1. In terms of your general reactions right now, how do you feel about this workshop on Climate for Learning?

Percent	Option
3	The best professional experience I ever had
67	One of the best professional experiences I ever had
29	Typical of most of the professional experiences I have had
1	One of the worst professional experiences I ever had
0	Absolutely the worst professional experience I ever had

2. How do you feel about the quality and usefulness of the materials (e.g., filmstrips, films, worksheets, etc.) that have been used in this workshop?

Quality Percent	Usefulness Percent	Option
35	28	Superb
53	60	Pretty good
11	11	Average
1	1	Poor
0	0	Rotten

3. How do you feel about the processes (e.g., brief presentation, small group activities, etc.) that have been used in this workshop?

Percent	Option
44	Superb
47	Pretty good
8	OK
1	Poor
0	Rotten

4. How do you feel about the amount of time and the way time was used in this workshop?

Percent	Option
14	Not nearly enough time; much too short
40	Not enough time
41	About right
4	Pretty long
1	Far too much time, much too long

5. How do you feel about the relationship of the information and skills you have acquired in this workshop on Climate for Learning in schools?

Percent	Option
27	Perfect relationship; this is what school climate is all about
55	Very good; a lot of overlap
17	Some relationship
1	Very poor; not much overlap
0	Completely unrelated; this has nothing to do with climate at all

6. How much did you know about the Annehurst Curriculum Classification System (ACCS) before this workshop started?

Percent	Option
72	I had never heard of ACCS before
23	I had heard something about ACCS
3	I had read the book
1	I knew quite a bit about ACCS
1	I had been through a workshop like this one before

7. If you were to make a subjective estimate of how well you understood the concept of individuality as it relates to learning before this workshop began and after the workshop was over, what would those estimates be?

Before Workshop	After Workshop	
Percent	Percent	Option
9	27	Understand the concept completely
43	70	Have a pretty good idea
32	3	Have a fair idea
8	0	Have a poor understanding
8	0	Do not understand at all

8. If you were to make a subjective estimate of your ability to assess individual learners in terms of those dimensions of human existence that relate to learning, how would you describe your assessment abilities before and after this workshop?

Before Workshop	After Workshop	
Percent	Percent	Option
4	16	Highly skilled in assessing learners
28	73	Pretty good skills
48	11	Fair to average skills
17	0	Poor skills
3	0	Unskilled in assessing learners

9. If you were to make a subjective estimate of your ability to classify curriculum material in terms of those dimensions of human existence that relate to learning, how would you describe your ability to classify materials before and after this workshop?

Before Workshop	After Workshop	
Percent	Percent	Option
2	11	Highly skilled in classifying materials
13	70	Pretty good skills
42	18	Fair to average skills
26	1	Poor skills
17	0	Unskilled in classifying materials

10. If you were to make a subjective estimate of your ability to understand and use the Annehurst Curriculum Classification System (ACCS) to improve the climate for learning in a school, how would you describe your ability to understand and use the system before and after the workshop?

Before Workshop	After Workshop	
Percent	Percent	Option
0	9	Extremely able to understand and use ACCS in a school
13	51	Good ability
11	38	Fair to average ability
25	2	Poor ability
61	0	Unable to understand and use ACCS in a school

11. In general terms, how practical are the ideas and procedures that we have been using in the workshop?

Percent	Option
33	Extremely practical; very useful
58	Reasonably practical; they can be made to work
9	Not very practical
0	Completely unpractical; not useful at all

12. If you were to make an estimate about the next few months, how likely are you apt to be to try to use the ideas and skills you have acquired in this workshop in your own si-situation?

Percent	Option
13	Positive I will use ACCS in my situation
35	Fairly certain I will use ACCS
41	Uncertain about whether I might use ACCS
9	Fairly certain I will not use ACCS
2	Positive I will not use ACCS in my situation

There were other questions which invited participants to react to "most useful," "least useful," "most interesting," and "least interesting" aspects of the workshop, but those responses are not reported here. The open-ended nature of the questions precludes a simple reporting process. In general terms, most participants reported the workshops to be both interesting and useful.

In the next section the results of the follow up questionnaire are described.

Data From the Second Questionnaire. The second questionnaire was mailed to 945 persons during early June, 1979. Inasmuch as the last workshop ended in early May, this was a reasonable time. For research purposes, this was an inappropriate time. The questionnaires were mailed at the very time that most school terms ended, thus participants probably received the forms during the last few days of school or after they had left their school for summer vacation.

By August 15, 1979, a total of 296 questionnaires had been returned. Of this number, 30 persons indicated that they had "heard about" ACCS or had asked that their names be placed on the ACCS Network Newsletter mailing list, but they had not participated in a workshop. The remaining 266 persons indicated they had participated in a workshop. The data which follow are based upon the responses of those 266 workshop participants.

Each workshop participant was mailed a questionnaire, a letter of explanation, and a "no postage required" return envelope. Specific instructions on the questionnaire were as follows (See Appendix C for complete questionnaire):

> DIRECTIONS: Here are a few questions about the Annehurst Curriculum Classification System (ACCS) and the Climate for Learning workshops. We need your honest reactions to these questions, (but no names, please). If you want to add comments any place, please feel free to do so. Thank you very much for your responses.
>
> Jack Frymier

For purposes of communication, the results reported below have all been connected to percentages and rounded to the nearest whole number. "N.R." means "No Response."

1. Did you participate in a workshop?

Yes	No
100%	0%

2. Have you read the book, Annehurst Curriculum Classification System?

Yes	No
51%	49%

3. Are you now using the Annehurst Curriculum Classification System or have you used it in any of these ways?

Yes	No	N.R.	
16%	80%	4%	To assess individual learners
21	71	8	To classify curriculum materials according to human characteristics
22	69	9	To classify curriculum materials according to subject matter topics
9	80	11	To develop a thesaurus
17	74	9	To select or purchase curriculum materials
19	72	9	To use for instructional purposes in a school
23	71	6	To use as a staff development and training tool
14	77	9	To use as a research tool
7	82	11	To work with parents in various ways
6	23	44	Other (specify)

4. Do you plan to use the Annehurst system in the months ahead in any of these ways?

Yes	No	N.R.	
38%	49%	13%	To assess individual learners
44	42	14	To classify curriculum materials according to human characteristics
45	39	16	To classify curriculum materials according to subject matter topics
16	61	23	To develop a thesaurus
38	46	16	To select or purchase curriculum materials
36	47	17	To use for instructional purposes in a school
43	42	15	To use as a staff development and training tool
25	57	18	To use as a research tool
17	62	21	To work with parents in various ways
7	40	53	Other (specify)

5. If you were to make a subjective estimate of your own ability to understand and use the Annehurst Curriculum Classification System in a school now, how would you describe that estimate?

10%	Extremely able to understand and use ACCS in a school
46	Good ability
37	Fair to average ability
6	Poor ability
1	Unable to understand and use ACCS in a school

6. What about ACCS seems most interesting or attractive to you right now? (Check all that are appropriate).

61%	It deals with the real problems in schools
51	It is so practical and helpful
43	The concepts and procedures are fascinating
13	Other people get excited about the possibilities
12	Other (specify)

7. What about ACCS seems the most problematic or difficult to deal with as you understand the system now? (Check all that are appropriate).

5%	It does not deal with the real problem in schools
19	It is so complicated and impractical
2	The concepts and procedures are dull and uninteresting
18	Other people get turned off by the ideas
35	Other (specify)

8. Are you and others in your school interested in or in need of further work to develop your understandings and skills in ACCS?

Yes	No	N.R.
53%	36%	11%

9. If your answer to question 8 above is "Yes," in what areas do you feel the greatest need for additional training or experience? (Check all that are appropriate).

25%	Understanding individuality as it relates to learning
31	Assessing individual learners
31	Classifying curriculum materials
25	Using ACCS as a teaching tool
38	Using ACCS as a staff development and training tool

18%	Using ACCS as a research tool
24	Using ACCS to select and purchase curriculum materials
27	Using ACCS to produce and create curriculum materials
15	Using ACCS with parents
3	Other (specify)

Generalizations About the Evaluations

In the previous pages, end-of-workshop responses from more than 700 workshop participants and follow-up responses from more that 250 participants have been reported. What do these data mean?

Three generalizations seem to be supported by the data: participants felt that the workshops were worthwhile; they learned; and many plan to use the Annehurst Curriculum Classification System in their schools in some way to improve the climate for learning. Each of these generalizations is discussed in more detail below.

The Workshops Were Worthwhile. More than two-thirds of all respondents described the workshop as "one of the best" or "the best" professional experience they ever had. More than four-fifths described the materials used in the workshop as "pretty good" or "superb," and more than ninety percent described the processes employed in the workshop in the very same way. More than eighty percent felt that the relationship between workshop experiences and climate for learning were "very good" or "perfect."

These data are uniformly positive. The only reasonable conclusion one can draw is that most of the persons who participated in the workshop felt that they were extremely worthwhile.

Workshops Were Effective - People Learned. Several questions on the end-of-workshop questionnaire asked participants to estimate

their understanding and skills "before" and "after" the workshop. Admittedly, these were personal estimates rather than objective assessments on achievement tests, but they are probably fairly good indices.

Almost every participant who responded (97%) felt that they "had a pretty good idea" or "understood the concept completely" when describing their understanding of individuality as it relates to learning upon completion of the workshop, whereas almost half (48%) reported they had only "a fair idea" or "a poor understanding" or did "not understand at all" before the workshop began.

The same patterns of change were reported for "before" and "after" estimates by participants of their ability to "assess individual learners, classify materials, and understand and use the Annehurst Curriculum Classification System to improve the climate for learning in a school." More than half (56%) estimated that they had "good ability" or were "extremely able to understand and use ACCS in a school" several months after they completed the workshop.

These data are all subjective self-reports, but they are uniformly positive. People learned. The workshops were effective.

Many Plan to Use ACCS. Almost half of the end-of-workshops reported they they were "fairly certain" or "positive" they would use ACCS in their situation sometime in the future. By the time they responded to the follow-up questionnaire, that proportion had dropped slightly to about 40 or 45 percent. More than half

report an interest or need in further work to develop their understanding and skill in ACCS. When these figures are held alongside the fact that more than 90 percent felt that the ideas and procedures used in the workshop were very practical, one can only conclude that many of these people will undoubtedly find a way to sue ACCS in their schools.

Summary

During the many hours that I spent conducting workshops all over the United States and beyond, I sensed that those who were participating in the workshops were enjoying themselves and learning new things. Their questions and their comments revealed these developments day after day. The summaries of the evaluation data confirm what I felt all along: people liked the workshop, they learned something new that they could use in their own schools, and many plan to use ACCS ideas and definitions and procedures to build a better climate for learning in their own schools.

APPENDIX A

My Travels, Hither and Yon

12/6/78

TENTATIVE SCHEDULE
CLIMATE FOR LEARNING WORKSHOPS, ETC.
DR. JACK FRYMIER

October 2-3, 1978	Climate for Learning Workshop Miami University Chapter University of Cincinnati Chapter
October 4-5, 1978	Climate for Learning Workshop & Chapter Meeting Speaker University of Georgia Chapter Athens, Georgia
October 10-11, 1978	Climate for Learning Workshop & Chapter Meeting Speaker Marquette University Chapter Milwaukee, Wisconsin
October 12, 1978	District IV Conference Two 1-hour Awareness Workshops on Climate for Learning Des Moines, Iowa
October 16-17, 1978	Climate for Learning Workshop & Joint Chapter Meeting Speaker Mahoning Valley Ohio Chapter Westminster College Chapter Youngstown, Ohio
October 25, 1978	Chapter Meeting Speaker Kenosha-Racine Wisconsin Chapter Kenosha, Wisconsin
November 2-3, 1978	Climate for Learning Workshop & Teacher In-Service Presentation University of Minnesota/Duluth Chapter Duluth, Minnesota
November 6-7, 1978	Climate for Learning Workshop & Chapter Meeting Speaker Hi-Line Montana Chapter Havre, Montana
November 9, 1978	Fastback Author Lecture-Seminar Louisiana State University/Baton Rouge Chapter Baton Rouge, Louisiana
November 10, 1978	Keynote Speaker--Innovative Workshop District VII PDK Conference New Orleans, Louisiana

Page 2 (Frymier Schedule continued)

November 15, 1978	Chapter Meeting Speaker Fort Wayne Indiana Chapter Fort Wayne, Indiana
November 16, 1978	Chapter Meeting Speaker Loyola University Chapter Chicago, Illinois
November 17, 1978	Keynote Speaker--Innovative Workshop District V PDK Conference Rockford, Illinois
November 20-21, 1978	Climate for Learning Workshop & Chapter Meeting Speaker Tri-State Dothan Alabama Chapter Dothan, Alabama
December 4-5, 1978	Climate for Learning Workshop & Joint Chapter Meeting Speaker Kanawha Valley West Virginia Chapter (Charleston) Marshall University Chapter (Huntington)
December 6, 1978	Chapter Meeting Speaker Indiana University Bloomington, Indiana
December 7-8, 1978	Climate for Learning Workshop Indianapolis Indiana Chapter Indianapolis, Indiana
December 9, 1978	Joint Chapter Meeting Speaker Butler University Chapter Indianapolis Indiana Chapter Indianapolis, Indiana
December 11-12, 1978	Climate for Learning Workshop & Chapter Meeting Speaker University of Pittsburgh Chapter Pittsburgh, Pennsylvania
January 6, 1979	Chapter Meeting Speaker Broward County Florida Chapter Plantation, Florida
January 8-9, 1979	Climate for Learning Workshop & Chapter Meeting Speaker Bradenton Sarasota Florida Chapter Sarasota, Florida
January 11, 1979	Fastback Author Mini-Seminar Auburn University Chapter Auburn, Alabama

Page 3 (Frymier Schedule continued)

January 15-16, 1979	Climate for Learning Workshop & Chapter Meeting Speaker Prairie View A & M College Chapter Prairie View, Texas
January 18-19, 1979	Climate for Learning Workshop & Chapter Meeting Speaker Stephen F. Austin State University Chapter Nacogdoches, Texas
January 22-23, 1979	Climate for Learning Workshop Texas Christian University Chapter Dallas Texas Chapter Texhoma Texas Chapter Cross Timbers Texas Chapter Mid-Cities/UTA Chapter North Texas State/Texas Woman's University Chapter
January 23, 1979	Chapter Meeting Speaker North Texas State/Texas Woman's University Chapter (host) (All Area 3A chapters) Denton, Texas
January 24, 1979	Chapter Meetings Speaker East Texas State University Chapter (noon) Red River Texas Area Chapter (evening)
January 25-26, 1979	Climate for Learning Workshop Gateway East Illinois Chapter East St. Louis, Illinois
February 1, 1979	Fastback Author Lecture-Seminar Piedmont Area South Carolina Chapter Rock Hill, South Carolina
February 6-7, 1979	Climate for Learning Workshop & Chapter Meeting Speaker Saskatoon Saskatchewan Chapter Saskatoon, Saskatchewan, Canada
February 8, 1979	Chapter Meeting Speaker Southern Alberta Chapter Lethbridge, Alberta, Canada
February 12-13, 1979	Climate for Learning Workshop & Chapter Meeting Speaker Homewood Illinois Chapter Homewood, Illinois
February 14, 1979	Chapter Meeting Speaker Eastern Illinois University Chapter Charleston, Illinois

Page 4 (Frymier Schedule continued)

February 15, 1979	Fastback Author Lecture Mini-Seminar Bradley University Chapter Peoria, Illinois
February 20-21, 1979	Climate for Learning Workshop Ohio State University Chapter & Ohio School Study Council Columbus, Ohio
February 28, 1979	Fastback Author Seminar Lecture Charlotte North Carolina Chapter Charlotte, North Carolina
March 1-2, 1979	Climate for Learning Workshop & Chapter Meeting Speaker Capital Area North Carolina Chapter Raleigh, North Carolina
March 11-12, 1979	Climate for Learning Workshop & Joint Chapter Meeting Speaker University of Iowa Chapter Cedar Rapids Area Iowa Chapter Cedar Rapids, Iowa
March 14, 1979	Fastback Author Seminar Delaware Chapter Newark, Delaware
March 15-16, 1979	Climate for Learning Workshop & Chapter Meeting Speaker Glassboro State College Chapter Glassboro, New Jersey
March 26, 1979	Mini-Seminar and Joint Chapter Meeting Speaker University of Texas/San Antonio Chapter San Antonio Texas Chapter San Antonio, Texas
March 27, 1979	Mini-Seminar and Joint Chapter Meeting Speaker University of Houston Chapter Texas Southern University Chapter Houston, Texas
March 28, 1979	Mini-Seminar & Chapter Meeting Speaker University of California/Berkeley Chapter Berkeley, California
March 29, 1979	Joint Chapter Meeting Speaker California State University/Chico Chapter Chico, California

Page 5 (Frymier Schedule continued)

April 2-3, 1979	Climate for Learning Workshop and Joint Chapter Meeting Speaker Modesto California Chapter California State College/Stanislaus Chapter Modesto, California
April 4, 1979	Fastback Author Lecture Mini-Seminar University of the Pacific Stockton, California
April 5, 1979	Fastback Author Lecture Mini-Seminar Diablo Chapter Pleasanton, California
April 17-18, 1979	Climate for Learning Workshop & Chapter Meeting Speaker California State University/Hayward Chapter Hayward, California
April 19-20, 1979	Climate for Learning Workshop & Chapter Meeting Speaker Portland Oregon Chapter Portland, Oregon
April 23, 1979	Fastback Author Lecture Mini-Seminar Cook Inlet Alaska Chapter Anchorage, Alaska
April 24, 1979	Fastback Author Lecture Mini-Seminar Farthest North Alaska Chapter Fairbanks, Alaska
April 26, 1979	Fastback Author Lecture Seminar University of Hawaii Chapter Honolulu, Hawaii
April 30-May 1, 1979	Climate for Learning Workshop & Chapter Meeting Speaker Guam Chapter Agana, Guam

APPENDIX B

End-of-Conference Evaluation Questionnaire

City _____

DIRECTIONS: Here are a few questions about the Annehurst Curriculum Classification System and the Climate for Learning workshop you have just completed. In order for me to have accurate information regarding the usefulness and validity of these workshops so I can improve them in the future, *I need your honest reaction to these questions* (but no names, please). If you want to add comments any place along the line, please feel free to do so. *Also included here* is a 3x5 card. If you would like to have your name added to our "ACCS Newsletter" mailing list, just write your name and mailing address on that card.

Jack Frymier

1. In terms of your *general reactions right now*, how do you feel about this workshop on Climate for Learning?

   - ☐ The best professional experience I ever had
   - ☐ One of the best professional experiences I ever had
   - ☐ Typical of most of the professional experiences I have had
   - ☐ One of the worst professional experiences I ever had
   - ☐ Absolutely the worst professional experience I ever had

2. How do you feel about the *quality* and *usefulness* of the *materials* (e.g., filmstrips, films, worksheets, etc.) that have been used in this workshop?

Quality	Usefulness	
☐	☐	Superb
☐	☐	Pretty good
☐	☐	Average
☐	☐	Poor
☐	☐	Rotten

3. How do you feel about the *processes* (e.g., brief presentations, small group activities, etc.) that have been used in this workshop?

   - ☐ Superb
   - ☐ Pretty good
   - ☐ OK
   - ☐ Poor
   - ☐ Rotten

4. How do you feel about the amount of *time* and the way time was used in this workshop?

   - ☐ Not nearly enough time; much too short
   - ☐ Not enough time
   - ☐ About right
   - ☐ Pretty long
   - ☐ Far too much time; much too long

5. How do you feel about the *relationship* of the *information and skills* you have acquired in this workshop and *climate for learning* in schools?

- ☐ Perfect relationship; this is what school climate is all about
- ☐ Very good; a lot of overlap
- ☐ Some relationship
- ☐ Very poor; not much overlap
- ☐ Completely unrelated; this has nothing to do with climate at all

6. How much did you know about the Annehurst Curriculum Classification System (ACCS) before this workshop started?

- ☐ I had never heard of ACCS before
- ☐ I had heard something about ACCS
- ☐ I had read the book
- ☐ I knew quite a bit about ACCS
- ☐ I had been through a workshop like this one before

7. If you were to make a subjective estimate of how well you understood the concept of *individuality as it relates to learning before* this workshop began and *after* the workshop was over, what would those estimates be?

Before Workshop	After Workshop	
☐	☐	Understand the concept completely
☐	☐	Have a pretty good idea
☐	☐	Have a fair idea
☐	☐	Have a poor understanding
☐	☐	Do not understand at all

8. If you were to make a subjective estimate of your ability to *assess individual learners* in terms of those dimensions of human existence that relate to learning, how would you describe your assessment abilities *before* and *after* this workshop?

Before Workshop	After Workshop	
☐	☐	Highly skilled in assessing learners
☐	☐	Pretty good skills
☐	☐	Fair to average skill
☐	☐	Poor skills
☐	☐	Unskilled in assessing learners

9. If you were to make a subjective estimate of your ability to *classify curriculum* materials in terms of those dimensions of human existence that relate to learning, how would you describe your ability to classify materials *before* and *after* this workshop?

Before Workshop	After Workshop	
☐	☐	Highly skilled in classifying materials
☐	☐	Pretty good skills
☐	☐	Fair to average skill
☐	☐	Poor skills
☐	☐	Unskilled in classifying materials

10. If you were to make a subjective estimate of your ability to *understand and use* the Annehurst Curriculum Classification System (ACCS) to improve the climate for learning in a school, how would you describe your ability to understand and use the system *before* and *after* the workshop?

Before Workshop	After Workshop	
☐	☐	Extremely able to understand and use ACCS in a school
☐	☐	Good ability
☐	☐	Fair to average ability
☐	☐	Poor ability
☐	☐	Unable to understand and use ACCS in a school

11. In general terms, *how practical* are the ideas and procedures that we have been using in this workshop?

- ☐ Extremely practical; very useful
- ☐ Reasonably practical; they can be made to work
- ☐ Not very practical
- ☐ Completely unpractical; not useful at all

12. If you were to make an estimate about the next few months, *how likely are you apt to be* to try to use the ideas and skills you have acquired in this workshop in your own situation?

- ☐ Positive I *will* use ACCS in my situation
- ☐ Fairly certain I *will* use ACCS
- ☐ Uncertain about whether I might use ACCS
- ☐ Fairly certain I *will not* use ACCS
- ☐ Positive I *will not* use ACCS in my situation

13. Of all the things that we have done in this workshop:

What do you feel was the most useful?

What do you feel was the least useful?

14. Of all the ideas that we have dealt with in this workshop:

Which do you feel were the most interesting?

Which do you feel were the least interesting?

15. Any other comments you would like to make?

THANK YOU!

APPENDIX C

Follow-up Questionnaire

PHI DELTA KAPPA

A PROFESSIONAL FRATERNITY DEDICATED TO THE PROMOTION AND IMPROVEMENT OF PUBLICLY SUPPORTED AND UNIVERSALLY AVAILABLE EDUCATION (FOUNDED 1906)

CLIMATE FOR LEARNING WORKSHOPS

DR. JACK R. FRYMIER
Lecturer in Residence

Phi Delta Kappa
Eighth Street & Union Avenue
Post Office Box 789
Bloomington, Indiana 47401

Telephone 812/339-1156

June 4, 1979

Dear Educator:

Phi Delta Kappa and I need your help. Would you be willing to share all of your professional expertise and ten minutes of your time? We are very much in need of your assistance.

At some point in recent months you gave me your name and address in relation to a project with which I have been working: the Annehurst Curriculum Classification System (ACCS). Most of those who will receive this letter participated in a two-day workshop, but some have only heard about the Annehurst system in a lecture somewhere. Further, some of you may have received a copy of the first ACCS Network Newsletter. All of you will receive the newsletter free of charge when we begin regular publication during Summer, 1979.

Included with this letter is a short questionnaire. If you participated in a workshop, you may have responded to a questionnaire at that time. Our concern now is: How do you feel about the Annehurst Curriculum Classification System as an instructional tool at the present time?

The questionnaire will only take a few moments, and a stamped envelope is included for your return. Please let me know if I can provide further information or help of any kind.

Thank you very much.

Sincerely,

Jack R. Frymier
Lecturer in Residence

JRFpd

The book is available from Kappa Delta Pi, P.O. Box A, West Lafayette, Ind. 47906.

Staff development materials are available from Phi Delta Kappa, P.O. Box 789, Bloomington, Ind. 47401.

DIRECTIONS: Here are a few questions about the Annehurst Curriculum Classification System (ACCS) and the Climate for Learning workshops. We need your honest reactions to these questions, (but no names, please). If you want to add comments any place, please feel free to do so. Thank you very much for your responses.

Jack Frymier

	yes	no	
1.	☐	☐	Did you participate in a workshop?
2.	☐	☐	Have you read the book, Annehurst Curriculum Classification System?

3. Are you now using the Annehurst Curriculum Classification System or have you used it in any of these ways?

yes	no	
☐	☐	To assess individual learners
☐	☐	To classify curriculum materials according to human characteristics
☐	☐	To classify curriculum materials according to subject matter topics
☐	☐	To develop a thesaurus
☐	☐	To select or purchase curriculum materials
☐	☐	To use for instructional purposes in a school
☐	☐	To use as a staff development and training tool
☐	☐	To use as a research tool
☐	☐	To work with parents in various ways
☐	☐	Other (specify):

4. Do you plan to use the Annehurst system in the months ahead in any of these ways?

yes	no	
☐	☐	To assess individual learners
☐	☐	To classify curriculum materials according to human characteristics
☐	☐	To classify curriculum materials according to subject matter topics
☐	☐	To develop a thesaurus
☐	☐	To select or purchase curriculum materials
☐	☐	To use for instructional purposes in a school
☐	☐	To use as a staff development and training tool
☐	☐	To use as a research tool
☐	☐	To work with parents in various ways
☐	☐	Other (specify):

-Please turn page over-

5. If you were to make a subjective estimate of your own ability to understand and use the Annehurst Curriculum Classification System in a school now, how would you describe that estimate?

- ☐ Extremely able to understand and use ACCS in a school
- ☐ Good ability
- ☐ Fair to average ability
- ☐ Poor ability
- ☐ Unable to understand and use ACCS in a school

6. What about ACCS seems most interesting or attractive to you right now? (Check all that are appropriate).

- ☐ It deals with the real problems in schools
- ☐ It is so practical and helpful
- ☐ The concepts and procedures are fascinating
- ☐ Other people get excited about the possibilities
- ☐ Other (specify):

7. What about ACCS seems the most problematic or difficult to deal with as you understand the system now? (Check all that are appropriate).

- ☐ It does not deal with the real problems in schools
- ☐ It is so complicated and impractical
- ☐ The concepts and procedures are dull and uninteresting
- ☐ Other people get turned off by the ideas
- ☐ Other (specify):

8. Are you and others in your school interested in or in need of further work to develop your understandings and skills in ACCS?

yes ☐ no ☐

9. If your answer to question 8 above is "yes," in what areas do you feel the greatest need for additional training or experience? (check all that are appropriate).

- ☐ Understanding individuality as it relates to learning
- ☐ Assessing individual learners
- ☐ Classifying curriculum materials
- ☐ Using ACCS as a teaching tool
- ☐ Using ACCS as a staff development and training tool
- ☐ Using ACCS as a research tool
- ☐ Using ACCS to select and purchase curriculum materials
- ☐ Using ACCS to produce and create curriculum materials
- ☐ Using ACCS with parents
- ☐ Other (specify):

THANK YOU. Return to Jack Frymier, 29 W. Woodruff, Columbus, Ohio 43210.